

## BENCHMARK REVIEW

<b>Purpose</b>	District mathematics leaders and administrators are encouraged to use this tool to assess the degree of congruence between the benchmarks recommended by the National Mathematics Advisory Panel and the standards, curriculum, and assessments currently in use in the district. The purpose is identifying potential gaps or misalignments that may affect preparation for algebra.
<b>Materials</b>	<p>Benchmarks Review Grid</p> <p>List of Benchmarks for the Critical Foundations on page 20 of the National Mathematics Advisory Panel Report</p> <p>Copies of: district mathematics standards, Pre-K-8 curriculum, assessments used to progress toward mastery.</p>
<b>Media</b>	
<b>Topic</b>	National Math Panel: Critical Foundations for Algebra
<b>Practice</b>	Mathematics Preparation for Algebra

1. Identify the group of individuals who represent Pre-K-12 leadership for mathematics in the district. Depending on the configuration of roles and responsibilities in your district, the group might include mathematics supervisors, curriculum specialists, building principals, team leaders, mathematics coaches, and experienced mathematics teachers. Although the focus of this tool is Pre-K-8 benchmarks, it is important to include those responsible for secondary mathematics to provide perspective on the status of algebra preparation in the district.
2. Convene a meeting of the group to review the Panel's recommended benchmarks. Provide each participant with a copy of the Benchmarks Review Grid for note-taking during the discussion along with a copy of the list of benchmarks from the report; you may want to provide the benchmarks in advance of the meeting. Have handy the appropriate materials needed for review of district standards, curriculum, and assessments.
3. Move through the review by addressing the major benchmark categories: fluency with whole numbers, fluency with fractions, and geometry and measurement. For each benchmark, record in Column #2 the district standards that conform to the benchmark, including the grade levels at which standards are addressed. In Column #3, record which materials (e.g., textbook chapters or units) represent the core curricular materials used to prepare students on these standards. Finally, in Column #4, identify which assessments, if any, are used to measure student progress toward mastery and at what key points students are expected to have mastery.
4. What observations do you have about current district practice?
  - Is the district using benchmarks aligned to those recommended by the Panel?*
  - If not, where are the discrepancies?*
  - Is the grade-level progression of benchmarks similar to that recommended by the Panel?*
  - If not, what are the differences?*
  - Do available core curriculum materials provide adequate depth for each benchmark?*
  - Are students assessed for mastery of all the benchmarks at several key points?*
5. The completed Benchmarks Review Grid is a blueprint for decision making by curriculum leaders in the district.